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| Opportunities to develop EDS skills in Hackney  Opportunities for student SALTs to develop EDS skills in Hackney Use this document alongside the **RCSLT competencies in eating, drinking, and swallowing for the pre-registration education and training of speech and language therapists** | Learning Intentions for Learners | Relates to (Entry-level EDS competency standard) | How Practice Educator (PE) can facilitate  |
| Identify children/YP with EDS needs on PE caseload- Observe PE, or with supervision from PE depending on experience and knowledge, participate in:* obtain relevant information from medical and nursing notes and/or referral letters
* take case histories from service users/families/carers
* carry out structured clinical EDS assessments or a review assessment
* write a mealtime plan or therapy programme
* carry out EDS-associated interventions
* provide feedback to service users and/or families/carers
* provide feedback or training to other professionals
* document findings of assessment and management sessions
 | * can identify salient information from case notes
* can carry out observational EDS screening assesment
* can present a hypothesis to PE
* can communicate EDS findings to families and professionals
* can research the evidence base for a particular therapy approach e.g. developing chewing skills.
 | *3, 4, 9, 11, 12, 16* | Identify those with EDS needs on caseloadProvide opportunities for shadowing and discussion in supervision |
| **If there are no children/young people with EDS needs on the Practice Educator’s Caseload, learners should use the following opportunities to develop EDS competencies** |
| Read about typical feeding development  | * can describe the typical stages of feeding development
 | *3, 4, 10, 12* | Direct to folder on S drive |
| Read about the IDDSI framework (standardised description of food texture/drink consistency) and explain to PE why the IDDSI framework was developed <https://iddsi.org/Framework> | * can explain the rationale for the implementation of the IDDSI framework
* can explain the IDDSI levels
 | *1, 2, 6, 11, 12, 13, 14*  | Schedule in the student’s timetable.Ask student to explain the IDDSI levels. |
| Observe a typically developing child at a mealtime (in a nursery/school). Observe different age groups to see feeding development progression. For example school nursery and year 3. In a nursery the student could observe the baby room (bottle/weaning), 1 year old room, 2 year old room etc | * understands that there is normal variation in typical feeding development
* understand development at different ages and stages -
* Self feeding
* Pacing
* Chewing
* Anterior loss
* Fine/gross motor skills
* identify the impact of the environment, positioning, seating, adult support, food choice, cutlery and texture on feeding skills
* can describe the food and drink textures using IDDSI levels
* Identify risk factors
* Consider environmental changes that can support e.g. cut up food, positioning, trialling cutlery using the other hand
 | *1, 2, 6, 11, 12, 13, 14* | Arrange observations in EY settings and/or schoolsDiscuss in supervision |
| Observe a lunchtime in a nursery, school or college. Consider the environmental aspects that contribute to a successful mealtime. Lunch Hall Observation tool saved here [S:\SLT for Children and Young people\SLT Team\Learners\EDS Pre-registration\Mainstream mealtime environment observation\BLANK Lunch Hall Observation sheet for typical development - STUDENT SALTS.docx](file:///S%3A%5CSLT%20for%20Children%20and%20Young%20people%5CSLT%20Team%5CStudents%5CEDS%20Pre-registration%5CMainstream%20mealtime%20environment%20observation%5CBLANK%20Lunch%20Hall%20Observation%20sheet%20for%20typical%20development%20-%20STUDENT%20SALTS.docx) | * can complete an observation tool
* share findings with PE
* identify environmental changes to improve mealtime for (all) children
 | *11* | Arrange observations in EY settings and/or schools |
| Read internal training power points [S:\SLT for Children and Young people\Clinical Resources\Clinical Area\EDS\3. Training](file:///S%3A%5CSLT%20for%20Children%20and%20Young%20people%5CClinical%20Resources%5CClinical%20Area%5CEDS%5C3.%20Training) | * can explain the evidence regarding oral motor exercises in feeding development
* can describe the indications for and against non-oral supplementation of nutrition and/or hydration
* begins to develop knowledge and understanding of evidence-based intervention
 | *6, 12, 7, 8, 19* | Direct learner to folder on drive |
| Read ‘Assessment’ sub-folder with the EDS folder. Look online for information about feeding difficulties. | * can describe overt and covert signs of feeding difficulty
 | *6, 7, 8, 11, 12, 14, 15, 16, 17, 18* | Direct learner to folder on drive |
| Read the Eating and Drinking Ability Classification System (EDACS) and mini-EDACS for people with cerebral palsy from 18 months upwards. EDACS describes five levels of ability using the key features of safety and efficiency<https://www.sussexcommunity.nhs.uk/get-involved/research/chailey-research/eating-drinking-classification.htm> | * can observe a child/young person in person or via video and assign an EDACS level (or describe as ‘equivalent to EDACS level X’ for a child who does not have Cerebral Palsy).
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| Watch video clips (with a linked case history) of children/YP with EDS saved on the S drive[\\homerton.local\HomertonTrust\SLT for Children and Young people\SLT Team\Learners\EDS Pre-registration\Videos and recommendations](file:///%5C%5Chomerton.local%5CHomertonTrust%5CSLT%20for%20Children%20and%20Young%20people%5CSLT%20Team%5CStudents%5CEDS%20Pre-registration%5CVideos%20and%20recommendations)* + fill in the blank EDS screening assessment whilst watching the video
	+ discuss your observations and hypothesis with supervisor
	+ consider risk
	+ create a mealtime plan based on the information available\*
	+ Identify person centred outcomes
	+ Consider what intervention to offer
	+ Consider EDACS classification
 | * can summarise case to supervisor, discuss their observations, impression and management plan
* can write a mealtime plan
* can assign an EDACS level
 | 3, 6, 7, 8, 9, 10, 11, 12, 13, 16, 17, 18 | Direct learner to folder on driveDiscuss in supervision*\*Dysphagia team will prepare an answer sheet with an appropriate management plan for PEs to support discussion* |
| Obtain relevant information (weight/respiratory health/medication/milestones) as part of a background search via RIO and HIE for new referrals even if referral information does not include EDS concerns. Learner can access RIO if they have a smartcard. | * can obtain detailed background information from case notes relevant to EDS and consider what further information is required from parent/carer
 | *3, 4, 8* | Show student how to access information on HIE viewer |
| Observe breastfeeding drop-in support sessions at a Children’s Centre (EY student placements) | * can describe common difficulties experienced in establishing breastfeeding with well babies
 | 1, 2, 3, 5 | Direct student to CC website and timetable |
| Attend a weaning workshop (e.g. in a Children’s Centre) | * can explain different approaches to weaning e.g. baby led
* can describe common issues in the transition to solids
 | 2, 3, 8 | Direct student to CC website and timetable |
| Carry out a mealtime environment audit  | * can describe the impact of the environment on mealtimes
* can suggest ways to minimise negative environmental influences
 | 11, 14, 15 | Discuss in supervision |
| Carry out oral facial (sensory and motor) examination on population without EDS difficulties | * can describe oro-motor function and relate this to functional feeding skills
* can explain the lack of evidence base for non speech oral motor exercises
 | *5* | Review caseload for children/YP with speech difficulties |
| Complete the ‘Pre-Registration Eating, Drinking and Swallowing e-learning’ produced by RSCLT and HEE as part of university tutorials.This course is designed for pre-registration speech and language therapy Learners to aid completion of the pre-registration eating, drinking, and swallowing (EDS) competencies. You will learn about 2 adult and 2 paediatric clients who have EDS difficulties. On completion of the programme Learners should send a copy of their assessment results to their higher education institute as part record of achievement of the competencies | Explore the pre-assessment, assessment, management, and discharge of two adult clients and two paediatric clients with EDS needs.Work towards sign off of the hours component of the pre-registration EDS competencies.Achieve sign off of several competencies through an adult and a child-based assessment. |  | Allocate time for the student to watch the e-learning |